

**IMPLEMENTING GROUP PRESENTATION USING POWERPOINT (GPPPT)
TO IMPROVE THE STUDENTS' SPEAKING COMPETENCE**

(A Classroom Action Research at the Tenth Grade (X-C), the Second Semester

Students of SMA Negeri 1 Ngawi in 2009/2010 Academic Year)



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Thesis

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ABSTRACT

SUJIYANA S 890908128, 2008. *Implementing Group Presentation Using PowerPoint (GPPPt) to Improve the Students' Speaking Competence (A Classroom Action Research at the Tenth Grade (X-C), the Second Semester Students of SMA Negeri 1 Ngawi in 2009/2010 Academic Year)*. A Thesis: English Education Department, Graduate School, Sebelas Maret University, 2010.

The objectives of this research are to: (1) identify whether or not and to what extent the use of "GPPPt" is able to improve the students' speaking competence; and (2) describe the situations when GPPPt is being applied in the speaking class. In this research, the problem refers to the learning English, especially their speaking competence which is still low.

The research methodology applied in this research is action research with two cycles in which each cycle starts from planning, acting, observing, and reflecting. The data collected are the qualitative data and the quantitative data. The qualitative data are collected from observation, interview, questionnaire, and document. The quantitative data are collected from the pre test in pre research and the post test in Cycle 1 and Cycle 2. The qualitative data are analyzed by Constant Comparative Method and the quantitative data are analyzed by descriptive statistics.

The implementation of GPPPt has succeeded in improving and enhancing the students' English speaking competence. It could be seen from these indicators: 1) it is able to: (a) help the students to express their mind and ideas quickly; (b) help the students make sentence(s) fluently; (c) improve the students' pronunciation to be relatively accepted; (d) influence the students to use correct grammar to make sentence(s); and (e) increase the students' achievement in speaking evaluation; and 2) it enables to: (a) reduce the students' temptation to have a chat with their desk mates; (b) respond the teacher's questions actively; (c) influence the students to avoid doing non academic activities; and (d) motivate the students to use either their dictionaries or grammar books in English class.

Besides, from the collected data, the students had obtained better score from Cycle 1 to Cycle 2. For instance, the mean of pre test score of the pre research was 66.76, while the mean of the post test score in Cycle 1 was 74.00 and that of Cycle 2 was 77.64.

That the implementation of GPPPt has succeeded in improving and enhancing the students' English speaking competence, I would like to propose some suggestions for the English teachers, especially those who teach in senior high school to: (1) apply GPPPt to conduct the teaching learning process in the speaking class; (2) improve their acquisition of knowledge about GPPPt; and (3) provide more chance for the students to practice their English orally through GPPPt.

Introduction

English is a means of oral and written communication. To communicate is to comprehend and express information, mind and feeling. It develops science, technology and culture as well. While communicative competence is competence to discourse i.e. to comprehend or produce either oral or written text performed in four language skills: listening, speaking, reading and writing. The four skills are used to respond or create discourse in society intercourse. Therefore, English lesson aims at developing those skills to provide the graduate with the competency to communicate and discourse in English at a certain level of literacy (BSNP, Standar Kompetensi dan Kompetensi Dasar, Mata Pelajaran Bahasa Inggris, Sekolah Menengah Atas, 2006: p. 1).

The level of the English acquisition literacy covers performative, functional, informational and epistemic. At the level of performative, people are able to read, write, listen and speak by using determined symbols. At the level of functional, people are able to use language to meet their daily needs, such as reading newspaper, manual or direction. At the level of informational, people are able to access knowledge by using language competence. While at the level of epistemic, people are able to express knowledge into target language (Wells, 1987: pp. 110-111).

The target of learning English for the students of Senior high School is to achieve the informational level, because they are prepared to continue their study to university or college (BSNP, Standar Kompetensi dan Kompetensi Dasar, Mata Pelajaran Bahasa Inggris, Sekolah Menengah Atas, 2006: p. 1).

The objectives of learning English at Senior High School are to enable the students to have these following skills: (1) to develop oral and written communicative competence to reach the level of functional literacy; (2) to have awareness of the essence and role of English language to improve our nation competitive power at global society; and (3) to develop the students' comprehension on the relationship between language and the culture (BSNP, Standar Kompetensi dan Kompetensi Dasar, Mata Pelajaran Bahasa Inggris, Sekolah Menengah Atas, 2006: p. 2).

In reality, the competence of the X-C students of SMA Negeri 1 Ngawi to speak English is relatively low. Based on the result of the pre-test, the students' achievement in speaking evaluation is mostly lower than the minimum standard of school benchmark (SKM = 75.00), while the students' mean of the pre-test score is 66.76. This can be seen from these following facts: (1) the students cannot make sentence(s) fluently; (2) The students cannot use appropriate vocabulary; (3) the students' pronunciation is not relatively accepted; (4) the students cannot use correct grammar to make sentence(s); and (5) the students cannot use appropriate words or concepts for the knowledge and experience of a general audience.

Besides the five factors above, during the learning activities the students tend to do these followings too: (1) talking with their desk mates; (2) not responding the teacher's questions actively; (3) doing non academic activities (such as drawing, scratching, playing cellular phones or day dreaming); and (4) not using the available teaching aids.

Based on the early study, it is found that the improper conditions mentioned above are caused by these following factors: (1) the students cannot make sentence(s) quickly; (2) the students are relatively poor in vocabularies acquisition; (3) the students cannot pronounce the word(s) correctly; (4) the students' mastery in grammar is low; (5) the students' mastery in words or concepts for the knowledge and experience is low; and (6) the teacher does not use either attractive teaching techniques or media.

Related to the problems found in the class, I have a very strong stand that the old learning technique has some weaknesses. When the technique is being applied in class, it does not: (1) enhance the students' fluency in speaking English; (2) improve the students' vocabularies acquisition; (3) provide adequate chance to the students to practice pronunciation; (4) improve the students' mastery in grammar; (5) improve the students' mastery in words or concepts for the knowledge and experience; and (6) motivate the students to join the learning activities. While GPPPt technique is highly likely to be able to increase the students' speaking achievement, because it is predicted to be able to: (1) facilitate the students to express ideas quickly; (2) facilitate the students to improve their

vocabularies acquisition; (3) help the students to pronounce the word(s) correctly; (4) encourage the students to improve' their mastery in grammar; and (5) improve the students' mastery in words or concepts for the knowledge and experience.

Besides the five factors above, I also have a very strong assumption that when GPPPt is being used, during the learning activities the students tend to: (1) keep paying attention to the learning activities; (2) answer either the presenters' or teacher's questions quickly; (3) do academic activities actively; and (4) to motivate the students to use the available teaching aids.

Considering the positive impacts of the GPPPt which provides more chance to the students to be involved in oral communication, I have a strong expectation that it will surely be able to improve the students' speaking competence.

Problem Statement

Based on the background of the study, the writer would like to know whether the use of "Group Presentation Using Power Point" in teaching speaking skills is able to improve the students' English speaking competence. The problems to be discussed in this research are:

1. Does and to what extent the use of GPPPt improve the students' English speaking competence?
2. What are the situations when GPPPt is being used in speaking class?

and research related to GPPPt. The elaboration of this section can be described as follows:

Speaking Competence

What is actually meant by speaking competence? In this research the writer combine any definitions from some experts. From their definitions or statements I summarize and conclude them. These followings are what they state about speaking competence.

Of all languages, speaking competence plays crucial roles in learning and understanding the language. The term of speaking has two meanings; firstly, it refers to the manner in which language is manifested; secondly, it refers to the manner in which language is realized as communication (Widdowson, 1978: p. 58).

Motivation is really needed to acquire of speaking skill of a language (Finochiaro, 1976: p. 38). Students come to the study of a foreign language in high school with strong conviction that language is “a mean of communication”. Students who are able to speak the language feel great sense of satisfaction and their attitude toward language learning is more enthusiastic.

Talking about speaking skill, it is necessary to understand that there is much in common between the receptive skill of listening and reading, and the productive skill of speaking and writing. There are controlled, guided and free phrases of production in both oral and written works. It is particularly important, therefore, that this stage of controlled, guided and free practice should always be seen in relation to the functional use to which the students must put his oral fluency. Students are prepared for actual communication with others (Broughton, 1978: p. 45).

Students who are trained to speak should recognize two basic language functions. They are transactional function, which is primarily concerned with the transfer of information and the interactional function, in which primary propose of speech is the maintenance of social relationship (Nunan, 1989: p. 23).

Meanwhile, the meaning of competence according to Chomsky in Brumfit and Johnson (1998: p. 13) is “the speaker hearers knowledge of his language. It is seen as overall underlying linguistic knowledge and ability thus included concepts of appropriateness and acceptability. The study of competence will inevitably entail consideration of such variables as attitude, motivation and a number of sociocultural factors. While in English curriculum 2004 for SMA on specific guidelines for the syllabus and assessing improvement (Departemen Pendidikan Nasional, 2003:p.31), it is stated that competence is defined as knowledge, skill, behavior and values which accustom to be applied in habitual

thought and action. Then according to Oxford Advanced Learner's Dictionary by Hornby, competence is being able to do something well.

Based on the above definitions, it can be concluded that speaking competence means an ability to express or communicate opinions, thought and ideas orally, either transactional or interpersonal communication.

Micro and Macro Skills of Speaking

According to Brown a list of speaking skills can be drawn up for the purpose to serve as a taxonomy of skills from which we will select one or several that will become the objective (s) of an assessment task. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocation and phrasal units. The macro skills imply the speakers focus on the large elements, fluency, discourse, function, style, cohesion, nonverbal communication and strategic option. The micro and macro skills total roughly 16 objectives to assess in speaking are described as follows:

a. Micro skills

It covers these following elements:

- 1) Producing difference among English phonemes and allophonic variant.
- 2) Producing chunks of language of different length.
- 3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- 4) Producing reduced forms of words and phrases.
- 5) Using an adequate number of lexical units (words) to accomplish pragmatic purpose.
- 6) Producing fluent speech at different rates of delivery.
- 7) Monitoring ones own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarity of the message.
- 8) Using grammatical word classes (nouns, verbs, etc), systems (e.g. tense agreement, pluralization), word order, pattern, rules and elliptical forms.

- 9) Producing speech in natural constituents, in appropriate phrases, pause groups, breathe groups and sentence constituents.
- 10) Expressing a particular meaning in different grammatical form.
- 11) Using cohesive devices in spoken discourse.

b. Macro skills

It covers these following elements:

- 1) Accomplishing appropriately communicative function according to situations, participants and goals.
- 2) Using appropriate styles, registers, implicative, redundancies, pragmatic conversations, conversation rules, floor keeping and yielding, interrupting and other sociolinguistic features in face to face conversation.
- 3) Conveying links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Conveying facial features, kinesics, body language and other nonverbal cues along with verbal language.
- 5) Developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

It is considered that in designing tasks for assessing spoken language, these skills can act as a checklist of objective. While the macro skills have the appearance of being more complex than the micro skills, both contain level of difficulty, depending on the stage and context of the test taker.

The Indicators of Speaking Competence

To see whether a student is competent or not, it can be viewed from some indicators. Brown (2004: pp. 141-142) says that the one can be called have speaking competence if he/she has these following competences: firstly, he/she is able to imitate a word or phrase or possibly a sentence (Imitative ability);

secondly, he/she is able to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture) (Intensive ability); and thirdly, he/she is able to respond a very short conversation, standard greetings and small talk, simple requests and comments and the like (responsive ability). Fourthly, he/she is able to take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (Interactive ability). Fifthly or the last if he/she is able to develop (monologue) oral production including speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together (extensive ability).

Meanwhile, in his book Ur (1996: 120) states that the characteristic of a successful speaking activity are as follows. Firstly, learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. Secondly, participation is even. Classroom discussion is not determined by a minority of talkative participants, all get chance to speak and contributions are fairly evenly distributed. And thirdly, motivation is high, learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. And the last, language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

From the statements above, it can be concluded that students own a certain language speaking competence if they can produce oral language to participate in any kind of activity. They can also respond the other ones speaking to maintain their social relationship. Besides, their language is acceptable and easily comprehensible at the level of language accuracy.

Group Presentation Using PowerPoint (GPPPt)

1. Definition of GPPPt

Presentation carried out by an individual is different from that of done by group. Individual presentation is performed individually by a single person in charge of it. Otherwise, group is not just the opposite of it. This can be identified from the definition of group itself.

In choosing and deciding the original name of this technique, I derive the term of group presentation using PowerPoint from some reliable sources of definitions. In this case I explain what are group, presentation and PowerPoint. And finally hat is really meant by Group Presentation Using PowerPoint. To support the statement above, I present the related derivational definition as follows:

a. What is group? Based on the definition found in Cambridge Advanced Learner's Dictionary, 3rd Edition (Cambridge University Press, 2008: version 3.0), group means a number of people or things that are put together or considered as a unit.

It is stated in www.businessdictionary.com/definition/group.html that group means collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals. Meanwhile, Collins English Dictionary (Complete and Unabridged 6th Edition: 2003) defines group as a number of persons or things considered as a collective unit. Furthermore, according to wiki.answers.com, group means any number of entities (members) considered as a unit.

b. What is presentation? It is defined by <http://en.wikipedia.org/wiki/presentation> that presentation means the practice of showing and explaining the content of a topic to an audience or learner (last modified on 17 October 2009 at 00:37). Furthermore, according to Cambridge Advanced Learner's Dictionary, 3rd Edition (Cambridge University Press, 2008: version 3.0), presentation means a talk giving information about something.

c. What is group presentation? Based on the definitions above, it can be

summarized that group presentation means the practice of showing and explaining the content of a topic to an audience or learner done by any number of entities (members) considered as a unit. It presents tremendous opportunities to create something much greater than an individual can normally do. It is always easier and quicker to do things on our own, but most of us will be more effective as part of a team that combines the knowledge and talents of several people.

d. What is PowerPoint (PPt)? There are several definitions of PowerPoint. Fisher (2003: 1) defines that PPt is a type of presentation software that allows one to show colored text and images with animation and sound. And the other definition found in the TESL Journal, Tuffle (2006: 1) is that PPt is a complete presentation graphics package which gives everything to produce professional-looking presentation. Then Kisito (2006: 2) defines PPt as a software bundled in MS office and used for creating presentations usually in the form of slideshows.

Based on the definition above, the researcher concludes that PPt is one of the presentation software producing professional-looking presentation such as colored texts, graphic packages, sound and animation in the form of slideshows.

e. What is PowerPoint presentation? Considering the meaning of PPt and presentation above, it can be summarized that PPt presentation means the practice of showing and explaining the content of a topic to an audience or learner by using a type of presentation software (Microsoft PowerPoint software) that allows one to show colored text and images with animation and sound.

f. What is Group Presentation Using PowerPoint (GPPPt)? Combined from the previous separated definitions above, It can finally be reiterated that GPPPt is the practice of showing and explaining the content of a topic to an audience or learner performed by any number of entities (members) considered as a team using PowerPoint presentations software which produce professional-looking presentations such as colored texts, graphic packages, sound, animations in the form of slideshows which presents tremendous opportunities to create something much greater than an individual can normally do.

The definition of GPPPt above shows how important the role of modern technology to improve the achievement of the education, especially to contribute

the improvement of the students speaking achievement.

The Procedure of GPPPt Implementation

There are several steps to be done in implementing GPPPt. To enable the students to perform their presentation well and attractive, the procedures should be given and explained to them. Students work in four or five-person teams to search a topic of interest for a presentation using Ppt. To do this technique requires the use of the computer or laptop for around a week. Students will prepare and design their Ppt presentation based on the topics or materials given by the teacher which is determined through a lottery. These followings are the steps or procedures how to implement GPPPt in the classroom:

Step 1 - Students are paired up into groups. Eight groups consists of four students and another consists of five students. There are 37 students in grade X-C.

Smart students must be distributed evenly to each group for objectivity.

Step 2 - Explain the task to the students.

Step 3 - Each team gets a topic of interest from the course of study. For example, the topics could be refusing or accepting an offer or invitation, expressing thanks, etc. They are determined through a lottery.

Step 4 - After having selected a topic, then each group design their presentation materials using Ppt, of at least 4 – 7 slides.

Step 5 - Make sure that each group provides suitable information, pictures, videos or photos that they are adding these sources to the slides. However, content for the slides should be written in their own words and not copy/pasted.

Step 6 - The first slide should include the number of the team and the names of each member. The second slide should include topic or title supported by suitable animations, pictures, videos or photos. The third and fourth slides should focus on one specific item or topic. They show some expressions commonly used in the topic including the responses. And

Slide five shows example model dialog or conversation of two or more speakers using those expressions. And the next slides are for simple mini drama script which is then demonstrated orally by the group in practice section of the presentation. And the last one is for closing.

Step 7 – Students, in group, should present their PPT slides in front of the class.

The first two minute is for preparation, opening and introducing the team, seven minutes maximally is for presenting the main topic, three minutes is for practicing the expressions used in the topic orally with acting and supported with something used as aids to illustrate the situation which is then ended by closing. Meanwhile the teacher takes notes and grades the presentation and the interactive as well by using the rubric.

The strength of GPPPt

Based on the theory of PowerPoint presentation, it is very necessary for me to explain the strength of GPPPt teaching technique. These followings are the strength:

- a. It presents tremendous opportunities to create something much greater than an individual can normally do. It is always easier and quicker to do things on your own, but most of us will be more effective as part of a team that combines the knowledge and talents of several people. The group presentation gives students opportunities to do much more than alone presenter can hope to do.
- b. GPPPt can identify the strengths and weaknesses of each member in the presentation group. In some cases, groups can be chosen by their members, typically on the basis of friendship. In many situations, people find themselves part of a group that has a job to do and they must determine where to fit in.
- c. Through GPPPt, each group gets a series of presentations equally to the number of presenters. A more effective strategy starts with thoughtful consideration in the students' meetings of what they hope to accomplish in the presentation. A good rule is to think of the things they want the

audience to take away from their talk. These become the core theme and unifying elements within their presentation.

- d. Animation illustrating certain expression will help the students a lot to produce words or sentences. Any kinds of animations are very attractive to review and practice speaking. The presenters can use Ppt by recording or copying from many sources to create their own games to use in the classroom.
- e. Ppt presentations are easy to obtain, modify, and create. They are versatile and a great asset to any classroom. Good presentations may take time to produce or adapt, but they can be shared and used year after year. They can be used for whole class presentations and reviews, for drills, or for individual work.
- f. GPPPt technique is able to increase the students' achievement in speaking evaluation, because it can: help the students make sentence(s) quickly; help the students use appropriate vocabulary when making sentence(s); improve the students' pronunciation to be relatively accepted; help the students use correct grammar when making sentence(s); and influence the students' to use appropriate words or concepts for the knowledge.
- g. GPPPt is able to attract the students to: keep paying attention to the learning activities; answer either the presenters' or teacher's questions quickly; do academic activities actively; and to motivate the students to use the available teaching aids.

The Weaknesses of GPPPt Teaching Technique

Without ignoring its strength, it is certainly believed that GPPPt also has some weaknesses. These following are the weaknesses of GPPPt teaching technique.

- a. The equipment such as laptop, LCD Projector, large screen and electricity power must be available in the classroom.
- b. The general rule for PowerPoint text is no more than three lines of text on a slide and no more than 6 words per line.

- c. If we try to put a lot of text in a presentation, we have to move through a lot of slides. The rapid movement does nothing to aid the presentation. instead it detracts from the message.
- d. Presenters rely too much on the slides for structure, as verbal presentation. The aids should reinforce the structure, not replace it. This is particularly troublesome for student presentations since students need to learn how to communicate structure verbally without visuals. If they rely on visuals for structure, they never learn how to do it themselves.
- e. Presenters fail to establish the connections necessary to make their message memorable. They often rely too much on the visual slide to make the connection and neglect repetition, examples, metaphors and other devices that make a message memorable.
- f. Presenters fail to establish ethos, their most powerful appeal.
- g. Speakers frequently don't look at the audience and the audience doesn't look at the speaker.

RESEARCH AND METHODOLO

In this research, the writer uses action research method. Related to the action research method, there are some definitions of action research. Mills (2000: p. 5) defines action research as a systematic inquiry done by teacher or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how they learn.

He also argues that action research is a research done by teachers, for themselves; it is not imposed on them by someone else. Action research engages teachers in four steps process, namely:

1. Identifying an area of focus
2. Collecting data
3. Analyzing and interpret data
4. Developing an action plan

Similarly, Kemmis (1993: p. 44) proposes that action research is a form of self-reflective inquiry undertaken by participant in a social situation including education. In order to improve the rationality and justice of their own social or educational practice, their understanding of these practices and situations in which practices are carried out.

While Elliot (1991: p. 69) states that action research might be defined as the study of social situation with a view of improving the quality of action within it. It aims at feeding practical judgment in concrete situation, and the validity of theories or hypothesis. It generates not so much on scientific test of truth, as on their usefulness on helping people to act more intelligently and skillfully. In action research theories are not validated independently and then applied to practice. They are validated through practice.

To support those definitions above, here are the key points of action research:

- 1) Action research is an action, which is taken as a result of reflection on phenomenon done by the researches.
- 2) Action research always arises from some species problems or issuing arising out of the searchers practice.
- 3) Action research can be done by one person or individually but will be rationally empowering when undertaken by participant collaboratively.
- 4) Action research starts with small cycle of planning, acting, observing and assumptions more clearly.
- 5) Action research is a systematically learning process in which people at deliberately, though remaining open to surprise and responsive opportunity.
- 6) The reliability and the validity of the hypothesis is determined by the usefulness of the result in overcoming the problem.
- 7) The aim of action research is to improve the quality of the system in certain social circumstances including educational system.

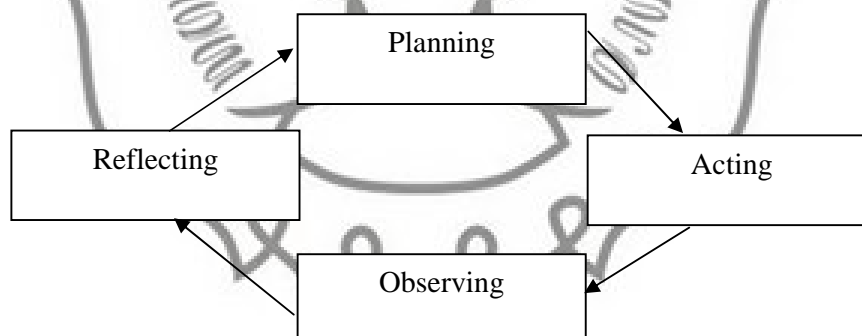
Based on the definitions above, I can conclude that action research in this study means the systematic study of efforts to overcome education problem or to

change things related to educational problem or betterment done by the teachers or in collaboration of teachers and researchers by means of their own reflection upon the effects of those actions.

In this case, the classroom research the writer does is an attempt aimed to improve the upper secondary students' English speaking competence in learning English. This practical action I used is group presentation using PowerPoint (GPPPt) as the teaching technique. The reflection upon the effect of the action can be known while and after GPPPt teaching technique is presented. This reflection shows whether and to what extent the use of GPPPt improves the students' English speaking competence in learning English and also the change and improvement in their learning motivation as well.

The Procedure of Action Research

Lewin (in McNiff, 1988: 22) describes action research as a spiral of steps in which each step consists of four stages: planning, acting, observing and reflecting. The scheme in action for one cycle looks like this:



Technique of Collecting Data

There are two kinds of data, quantitative and qualitative data. The quantitative data in numbers form are taken from the tests that are carried out before and after the cycles are implemented. Meanwhile, qualitative data, in the form of words are taken from the result of observation done by the teacher while the actions are being carried out. I ask my friend as my collaborator to observe the classroom interaction and to collect needed information. I need to make sure the

collaborator understands the observation instrument and uses it objectively.

I collected data from observation, interview, questionnaire, and test.

The review how the data were collected and analyzed can be seen in Table 3.2.

Table 3.2. The Technique of Collecting and Analyzing Data

No.	Technique	Target	Purpose	Data	Analyzis
1.	Observation	- Students - Teaching learning activities - Teacher	To watch and record the activity	Field note	CCM
2.	Interview	- Students - Collaborator	To identify the feeling of participants in face to face interaction	Interview Transcript (students and Collaborator)	CCM
3.	Questionnaire	- students - Collaborator	To explore the reason why English speaking is difficult To explore the techniques of teaching speaking	The result of the questionnaire	CCM
4.	Test	- students	To get information about the current and previous achievement	Speaking score	Descriptive statistics (highest, lowest score, and mean)

Technique of Analyzing Data

The quantitative data is then analyzed by using descriptive statistics. It analyzes the comparison between the score in the pre test, before implementing GPPPt and the score in the post test after implementing GPPPt.

The qualitative data will be analyzed by using constant comparative method. It is a research design for multi data sources, which is likely analytic induction in that the formal analysis begins early in the study and is nearly completed by the end of data collection (Glasser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1994 in Bogdan & Biklen, 2003: 66).

There are six steps in the constant comparative method: (1) collecting data; (2) looking for key issues, recurrent events, or activities in the data that become

categories of focus; (3) collecting data that provide many incidents of the categories of focus, with an eye to seeing the diversity of the dimensions under the categories; (4) writing about the categories explored, attempting to describe and account for all incidents in data while continually searching for new incidents; (5) working with the data and emerging model to discover basic social processes and relationships; and (6) engaging in sampling, coding, and writing as the analysis focuses on the core categories.

In analyzing scores of the oral test, I calculate score of each student. The marks the students get are from the total score multiplied by one hundred and divided by twenty. Based on the plan which the researcher and the collaborator designed, there are five aspects to be scored in speaking test, *fluency*, *vocabulary*, *pronunciation*, *grammar*, and *content*. The maximum score for each aspect is four and the total is twenty. It is in line with the formula proposed by Arikunto (1998: 38). The formula is:

$$S = \frac{R}{N} \times SM$$

Where

S = the student's mastery in %

R = the student's score

N = the maximum score of the whole aspects

SM = standard mark (100)

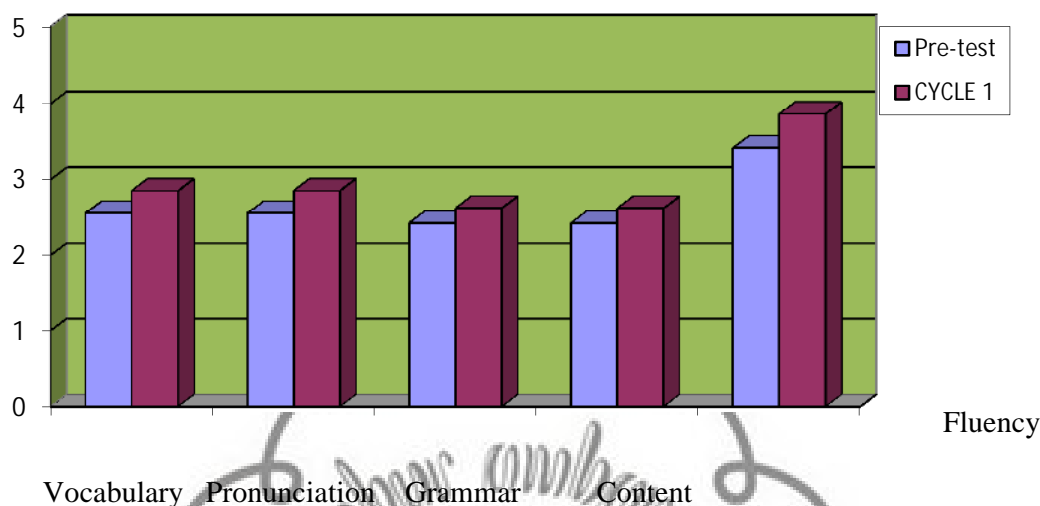
RESEARCH FINDINGS AND DISCUSSION

Cycle 1

Evaluating and Reflecting the Result of Implementation

The pre-test and Post-test 1 given to the students showed the improvement of students' speaking competence. The result of the action can be seen in appendix 24 (*Transcript of Each Element in Pre-test and Post-test 1*). The general result of the change and improvement of the students' speaking competence can also be seen in Chart 4.1.

Chart 4.1. The Average Score in The Pre-test and Cycle 1.



1) The Positive Result of Cycle 1

Based on the result of the pre-test and Post-test 1, it can be concluded that the students have made improvement in their speaking competence, especially in: (1) making sentence(s) fluently; (2) using appropriate vocabulary; (3) pronouncing the word(s) relatively accepted; (4) using correct grammar to make sentence(s); and (5) using appropriate words or concepts for the knowledge and experience of a general audience. It might be caused by their activities, in which they had to work together in group. Through the group, they could improve their knowledge, opinion, ideas, and creativity to increase their fluency, vocabulary, pronunciation, grammar, and content, it could be seen the improvement in Problem 1. After comparing the result of pre-test in which the mean was 66.76 and the result of post-test in the first cycle in which the mean was 74.05 it can be concluded that there is a better progress than before. It means that the students' achievement has improved.

The influences of the action using GPPPt teaching technique in the first cycle towards the Problem 2 is that the students' interaction has been enhanced. The students who used to: talk with their desk mates; lazily respond the teacher's questions; do non academic activities (such as drawing, scratching, playing

cellular phones or day dreaming); and neglect their learning aids, they mostly have gradually changed not to do the same silly things again. They began to have courage and willingness to ask and respond someone else's question or statement. Their less attention, slow speech act, non academic activities, laziness to use their available learning aids, laziness to answer the teacher's questions had been decreased though not drastically.

Based on the result of the research findings in the end of Cycle 1, it can be summarized the change and improvement shown in Appendix 25.

Appendix 25. The Improvement of Research Findings

Situation before the research		Cycle 1			
Indicator	Criteria	Observation and test			
A. Students' Speaking Competence		Meeting 1	Meeting 2	Meeting 3	Meeting 4 (Test 1)
1. The students cannot make sentence(s) or express ideas fluently.	<ul style="list-style-type: none"> 22 students made many fillers when they make sentence(s) S1: <i>Will you ... er... er ... er...</i> <i>accompany me... to ... er ... library?</i> (See Appendix 24) 	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	There are many fillers when they make sentence(s)	There are many fillers when they make sentence(s)	15 students still made many fillers when they make sentence(s) (See Appendix 24)
2. The students cannot use appropriate vocabulary	22 students were not able to use appropriate vocabulary (See Appendix 24)		There are many inappropriate vocabularies when they express the topic	There are many inappropriate vocabularies when they express the topic	15 students still used inappropriate vocabularies when they express the topic (See Appendix 24)
3. The students' pronunciation is relatively not accepted	<ul style="list-style-type: none"> 35 students are not able to pronounce vowel 'ʌ': allow, they pronounce it /ʌ/ as in /but/, /none/, /son/. consonant 'θ' as in thanks, they pronounce it /t/ as in /tank/ /t/: /much/ and /st/: /must/, they pronounce them in the same way, i.e. /m st/: much as in /must/ 	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	<ul style="list-style-type: none"> Many students are not able to pronounce -vowel 'ʌ', -consonant 'θ', diphthong 'ei' -differentiate /t/: / and /st/ / correctly 	<ul style="list-style-type: none"> Many students are not able to pronounce -vowel 'ʌ', -consonant 'θ', diphthong 'ei' -differentiate /t/: / and /st/ / correctly 	<ul style="list-style-type: none"> 25 students are still not able to pronounce -vowel 'ʌ', -consonant 'θ', diphthong 'ei' -differentiate /t/: / and /st/ correctly. (See Appendix 24)

	<ul style="list-style-type: none"> diphthong 'ei' : congratulation, they pronounce it /k n græt.j l æ. n/ (See Appendix 24) 				
4. The students cannot make grammatically correct sentence(s)	<ul style="list-style-type: none"> 35 students are not able to use correct expressions based on topic A lot of students use 'are' or 'do' before modals Many students are not able to use correct and polite expression to accept an offer, surprise, and disbeliefs correctly 	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	<ul style="list-style-type: none"> Many students are not able to: <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' - use correct and polite expression to an accept an offer - express surprise - express disbeliefs correctly 	Many students are not able to - use correct expression to refuse an invitation politely - use 'are' or 'do' - use correct and polite expression to an accept an offer - express surprise - express disbeliefs correctly	25 students are not able to -use correct expression to refuse an invitation politely - use 'are' or 'do' correctly - use correct and polite expression to an accept an offer - express surprise - express disbeliefs correctly
5. The students cannot use appropriate words or concepts for the knowledge and experience of a general audience.	15 students' are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle			32 students are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)
6. The students' speaking achievement is below the minimum standard of achievement, the SKM = 75.00 .	<p>The students' mean of the pre-test score is 66.76</p> <p>From 37 students, those who got more than 7.5 were 2 students (5.41%), those who got the same benchmark were 5 students (13.51%), and those who got lower than 7.5 were 30 students (81.08%). (See Appendix 24)</p>	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle			<p>The students' mean of the Post-test 1 score is 74.05</p> <p>From 37 students, those who got more than 7.5 were 12 students (32.43%), those who got the same benchmark were 7 students (18.92%), and those who got lower than 7.5 were 18 students (48.65%).</p>

		Cycle 1			
B. Classroom Situation		Observation			
Indicator	Criteria	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1. When the teacher explains the materials, the students tend to talk with their desk mates.	- Some students do not pay attention to the materials presented, but they talk one another about their own problem.	1. Explaining and modeling 2. Group 7, group 1 and group 2 performed their presentation and demonstrated the oral practice section	A few students do not pay attention to the materials presented, but they talk one another with their desk mates	Fewer students do not pay attention to the materials presented, but they talk one another with their desk mates	Less than 4 students do not pay attention to the materials presented, but they talk one another with their desk mates
2. When the teacher ask them, the students do not answer the questions.	- Most of the students do not answer the questions given by the teacher at once	3. When group 7 started presentation, all students kept paying attention. One of them said, 'Ini dia'	Some students do not answer the questions given by the teacher at once	- Few students do not answer the questions given by the teacher at once	fewer students do not answer the questions given by the teacher at once
3. The students tend to do non academic activities	- Some of the students do drawing something, some other students do scratching and a few students play their cellular phones.	4. After the team closed their presentation, spontaneously they were warmly applauded by their friends merrily, not until did I tell them to.	- Few students draw something, few students do scratching and few students play their cell-phone	- Fewer students draw something, few students do scratching and few students play their cell-phone	- Fewer students draw something, few students do scratching and few students play their cell-phone
4. The students do not use the available teaching aids	- They do not use their dictionaries. - They do not use their grammar or speaking books		-A lot of students do not use their dictionaries. -A lot of students do not use their grammar or speaking books.	-Some students do not use their dictionaries. -Some students do not use their grammar or speaking books.	-A few students do not use their dictionaries. -A few students do not use their grammar or speaking books.

2) The Problem of Implementing Cycle 1

Although GPPPt had improved the students' speaking competence in Cycle 1, the researcher and the collaborator still found some weaknesses in applying the actions. The collaborator observed that not all of the students did their part maximally. Some of them were not active like the others. It was necessary for the researcher to know the improvement of every student.

The problems which were found by the researcher were fluency; vocabularies; pronunciation; and grammar. Based on Appendix 24 (Transcript of Each Element in Pre-test and Post-test 1), it can be seen that only one student (ANI) got maximum score in fluency, vocabulary, and content. The maximum

score for each aspect was four. Meanwhile, no one got maximum score in pronunciation and grammar.

The students had made good improvement in content. This can be seen from 37 students, 32 students (86.49%) got maximum score (max score = 4) and only 5 students (13.51%) got 3. Anyway, they were not so bad by getting 3; they could use words and concepts which are appropriate for the knowledge and experience of a general audience.

Although there had been improvement in pronunciation and grammar aspects, it was not so high. The passing grade based on the school benchmark (SKM) was 3 or 75 ($3/4 \times 100 = 75$). The mean or average of the improvement in pronunciation and grammar was still very low, lower than fluency, vocabulary, and content. Some of the total of the students are still not able to pronounce the word(s) clearly and the also make many grammar mistakes. It can be seen in Table 4.6.

Table 4.6 : The comparison of the average score in pre-test and Post-test 1

	Fluency	Vocabulary	Pronunciation	Grammar	Content	Final Mark $S = \frac{R}{N} \times SM$
Pre-test	2.55	2.55	2.42	2.42	3.41	66.76
Post-test 1	2.85	2.85	2.62	2.62	3.86	74.05

The researcher discussed the problem with the collaborator and identified that the main problem found in Cycle 1 was pronunciation and grammar. They were so keen to pay much attention to the content, fluency, and vocabulary, so that they did not pay much attention to the pronunciation and grammar. As a result the students still mispronounced many words, since they did not get more chance to practice pronunciation and they made ungrammatically correct sentence(s), because they needed more time to understand grammar. The detail information can be seen in Appendix 25.

3) Recommendation

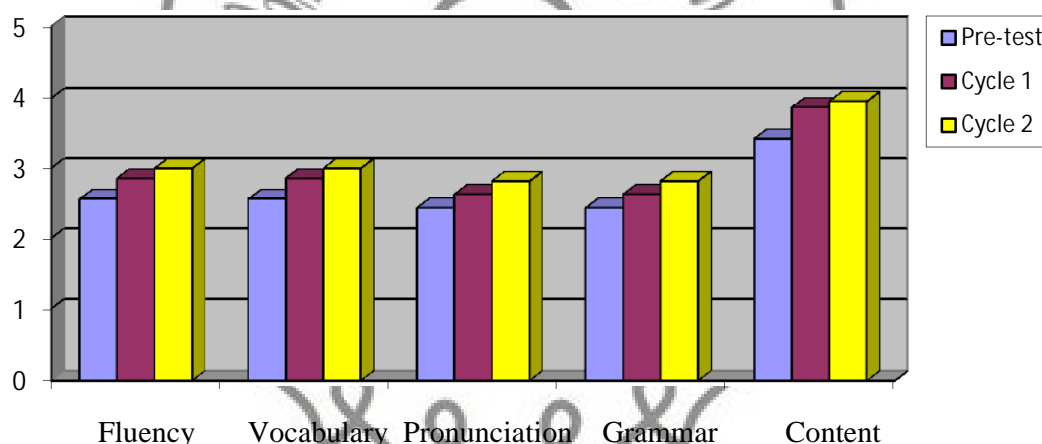
Based on the findings, weaknesses and strength found in the previous section it could be concluded that the students still had problem in speaking, especially in pronunciation and grammar.

After discussing the problem with the collaborator, I decided to continue the research to overcome the main problem stated above. Then the research would be continued to Cycle 2. It would be focused on the pronunciation and grammar.

Cycle 2

Evaluating and Reflecting the Result of Observation

The Post-test 2 given to the students would show the improvement of the students' speaking competence. The result of the action can be seen in chart 4.2. below : Chart 4.2. The Average Score in The Pre-test, Post-test 1 and Post-test 2



It can be seen in the chart that the students' speaking competence was also improved in cycle 3. The improvement occurred in every element or aspect of assessment: fluency, vocabulary, pronunciation, grammar and content. The reflection included : (a) the positive result of Cycle 2; (b) the problem of applying Cycle 2; (c) the strengths of GPPPt; and (d) the weaknesses of GPPPt.

1) The Positive Result of Cycle 2

The improvement of the students' speaking competence had occurred especially in: (1) making sentence(s) fluently; (2) using appropriate vocabulary; (3)

pronouncing the word(s) relatively accepted; (4) using correct grammar to make sentence(s); and (5) using appropriate words or concepts for the knowledge and experience of a general audience. In this cycle the improvement showed consistency of the progress in every cycle. It happened because through GPPPt: (1) Students were paired up into groups, in which smart students were distributed evenly to each of it for objectivity; (2) Each team got a topic of interest from the course of study through a lottery; (3) After having selected a topic, then each group designed their presentation; (4) each group provided suitable information, pictures, videos or photos that they added to the slides; (5) They showed some expressions commonly used in the topic including the responses, example of model dialog or conversation of two or more speakers using those expressions, and the simple mini drama which was then demonstrated orally by the group in oral practice section of the presentation; and (6) Students, in group, should present their PPT slides in front of the class one by one based on their part, practice the expressions used in the topic orally with acting and supported with something used as aids to illustrate the situation which is then ended by closing.

Through GPPPt each member had to present their part orally. It means that the students had to speak fluently. Next, that they had to use the appropriate vocabulary based on the topic. Then, through personal presentation students had to use accepted pronunciation. When presenting their each part, the students had to use correct grammar to make the audience understand. And the last one, when presenting their each part the students had to use appropriate words or concepts for the knowledge and experience of a general audience to catch the message or content.

As the result when the students had to take oral test in Post-test 2 test, they could do it well. Almost all of them had been able to make sentence(s) fluently. They could use appropriate vocabularies based on the topic, pronounce those words acceptably and use correct grammar (do, are and modal) when making sentence(s) and the last one they could use appropriate words or concepts for the knowledge and experience of a general audience.

It has been stated that the result of GPPPt Cycle 1 and Cycle 2 are: the improvement of: (1) making sentence(s) fluently could be reached by designing the slide show, preparing personal part of presentation, and performing the mini drama oral practice section in group. By presenting and working together in group, the students had chance to share and show their knowledge, opinion, ideas, and creativity. It motivated the students to be more confident as their other friends appreciated their opinion; (2) using appropriate vocabularies could be reached by giving chance to the students to watch other groups' performance and perform their own presentation. Besides, they also had chance to develop their vocabularies from the researcher's presentation. Giving comment, suggestion or questions to the other groups' performance made the students could memorize many appropriate vocabularies. Watching other students' performance would inspire the students to have better performance; (3) using the acceptable pronunciation could be reached when the students listened and repeated the word(s) read out by the researcher in his presentation; (4) Learning how to use *are, do and modals* to make questions or answer it by paying attention to the teacher's presentation and explanation. They asked their problem or difficulties in grammar to the researcher or collaborator; (5) using appropriate word(s) or concepts for the knowledge and experience of a general audience, could be reached by doing personal presentation part, performing mini drama oral practice section. Practicing individual performance in cycle 2 when they had to present their part and performing the mini drama performance, increased the students' self-confidence. The students could perform their section intensively when they had to perform drama, because they had to make contact both with the audience and the other characters.

There were many other advantages taken by the students when doing the GPPPt dealing with fluency, vocabularies, pronunciation, grammar, content, leaning joyfully, and student-centered class, which will increase their speaking competence.

2) The Problem of Implementing Cycle 2

There were some problems found when the researcher was doing activities in Cycle 2. Firstly, this technique needed much time. But the time given by the researcher was not enough, so the students did not perform the drama maximally. If there were much longer time, as the idea of one of the students, the drama could be done in better performance by using more of equipments such as costumes, sounds, and other properties.

Secondly, the activities were done in group; it did not make each member of the team work maximally. They sometimes let the other students did the tasks. The form of Post-test 2 was oral test. The items can be seen in appendix 12.

Based on the post-test in Cycle 2, it was found that it solved all problems founded in Cycle 1. Although it was not so high, the improvement was shown much in pronunciation and grammar. The students were so interested to learn and practice the correct pronunciation using Cambridge Advanced Learner's Dictionary. Meanwhile, the students improve their capability to use *are*, *do* and *modals* to make questions or answer it by paying attention to the teacher's presentation and explanation. They do not use *are* or *do* when making yes/no question with modals. The average of the students' grade can be seen in the table below:

Table 4.7. The average score in Pre-test, Post-test 1 and Post-test 2

	Fluency	Vocabulary	Pronunciation	Grammar	Content	Final Mark $S = \frac{R}{N} \times SM$
Pre-test	2.55	2.55	2.42	2.42	3.41	66.76
Post-test 1	2.85	2.85	2.62	2.62	3.86	74.05
Post-test2	2.99	2.99	2.81	2.81	3.95	77.70

3) The Strengths of GPPPt

The implementation of GPPPt learning in Cycle 1, and 2 had strengths as follows : (1) working in group. It made the students familiar each other and worked together in finishing the assignment. It made the students have competence in finding words or ideas fluently. It enabled the students to communicate their ideas quickly; (2) having independent work. The students had

authority in deciding what kinds of performance they would perform, what difficult words they wanted to give, and how they would perform in the oral practice section; (3) having students-centered class. The students were the subject of the project, so they did everything in finishing it. The researcher and the collaborator were only their facilitators who facilitate them with their need; (4) learning from the environment. The students learned not only from the teacher but also from their friends in their groups, from the performance of other groups, from the internet, and learned from their mistakes, too; (5) motivating. The students were motivated so much to join the learning process because they had to do the project in the form of performing presentation and practicing the oral practice section. They had to compete one another so the students did not want to be worse than the other groups. The healthy competition motivated each group to perform their presentation better than the others.

4) The Weaknesses of GPPt

The implementation of GPPt in cycle 1, and 2 had weaknesses as follows: (1) it is not easy to encourage the students, especially those who are not interested to study English to involve in this activity; (2) being not responsible. Working in group made some of the less responsible students do not want to do the task, they let their friends finish it for them; (3) taking much time. Since the students were the subjects of the projects, they had to do everything by themselves; the researcher helped and facilitated them when needed.

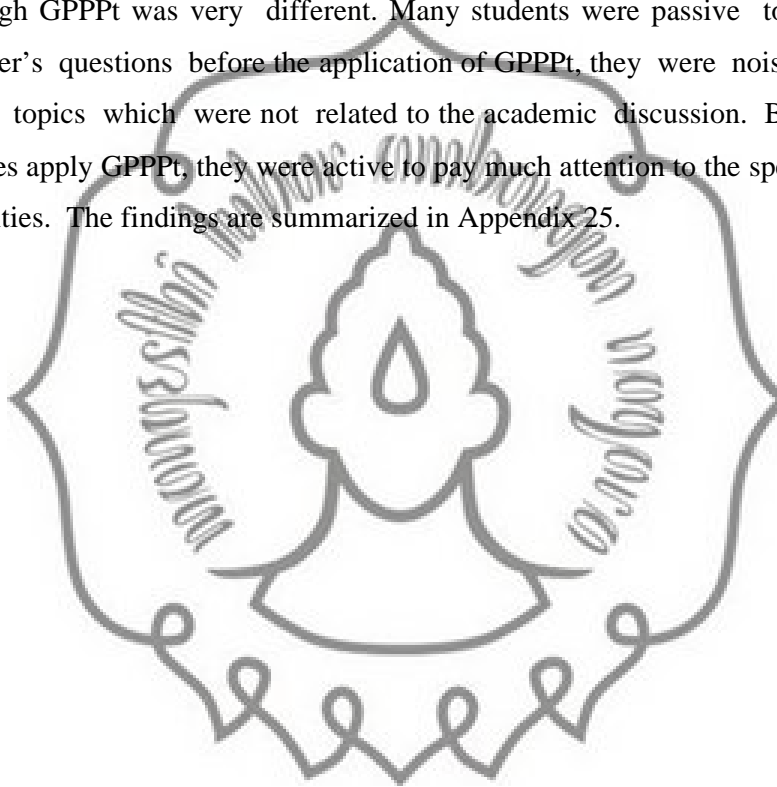
C. Research Findings

Having analyzed the data of this study, I found out several findings to answer the research questions. The data were collected through several sources as follows: pre-research observation reports, interview, questionnaires, the scores of pre-test and pos-test, photographs, lessons plans field notes, and speaking materials. Besides focusing on answering the research questions as mentioned in Chapter 1, The section also provides other findings during the implementation of

the Action Research in this study. Issues which arise from the research questions are presented in the following sections.

The findings of this study showed that the use of GPPPt in speaking class could improve the students' learning motivation. The increase of the students' learning motivation could be seen from their participation, confidence, enthusiasm, participation and more attractive speaking class.

The students' participation in speaking class before and after the study through GPPPt was very different. Many students were passive to answer the teacher's questions before the application of GPPPt, they were noisy to discuss other topics which were not related to the academic discussion. But, since the studies apply GPPPt, they were active to pay much attention to the speaking class' activities. The findings are summarized in Appendix 25.



Appendix 25

The Improvement of Research Findings

Situation before the research		Cycle 1				Cycle 2		
Indicator	Criteria	Observation and test				Observation and test		
A. Students' Speaking Competence		Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 1	Meeting 2	Meeting 3
1. The students cannot make sentence(s) or express ideas fluently.	<ul style="list-style-type: none"> 22 students made many fillers when they make sentence(s) S1: <i>Will you ... er... er ... er ... accompany me ... to ... er ... library?</i> (See Appendix 24) 	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	There are many fillers when they make sentence(s)	There are many fillers when they make sentence(s)	15 students still made many fillers when they make sentence(s) (See Appendix 24)	There are some fillers when they make sentence(s)	There are some fillers when they make sentence(s)	Only 5 students still made some fillers when they make sentence(s) (See Appendix 24)
2. The students cannot use appropriate vocabulary	22 students were not able to use appropriate vocabulary (See Appendix 24)		There are many inappropriate vocabularies when they express the topic	There are many inappropriate vocabularies when they express the topic	15 students still used inappropriate vocabularies when they express the topic (See Appendix 24)	There are some inappropriate vocabularies when they express the topic	There are some inappropriate vocabularies when they express the topic	Only 5 students still used some inappropriate vocabularies when they make sentence(s) (See Appendix 24)
3. The students' pronunciation is relatively not accepted	<ul style="list-style-type: none"> 35 students are not able to pronounce vowel ' ': allow, they pronounce it / Λ / as in /but/, /none/, /son/. consonant ' θ ' as in thanks, they pronounce it / t / as in /tank/ /t / : /much/ and /st / : /must/. 	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	<ul style="list-style-type: none"> Many students are not able to pronounce -vowel ' ', -consonant ' θ ', diphthong 'ei' -differentiate /t / : / and /st / correctly 	<ul style="list-style-type: none"> Many students are not able to pronounce -vowel ' ', -consonant ' θ ', diphthong 'ei' -differentiate /t / : / and /st / correctly 	<ul style="list-style-type: none"> 25 students are still not able to pronounce -vowel ' ', -consonant ' θ ', diphthong 'ei' -differentiate /t / : / and /st / correctly. (See Appendix 24) 	<ul style="list-style-type: none"> Some students are not able to pronounce -vowel ' ', -consonant ' θ ', diphthong 'ei' -differentiate /t / : / and /st / correctly 	<ul style="list-style-type: none"> Some students are not able to pronounce -vowel ' ', -consonant ' θ ', diphthong 'ei' -differentiate /t / : / and /st / correctly 	<ul style="list-style-type: none"> 13 students are still not able to pronounce -vowel ' ', -consonant ' θ ', diphthong 'ei' -differentiate /t / : / and /st / correctly. (See Appendix 24)

	<p>they pronounce them in the same way, i.e. /m st/ : much as in /must/</p> <ul style="list-style-type: none"> diphthong 'ei' : congratulation, they pronounce it /k n græt.j læ. n/ <p>(See Appendix 24)</p>							
4. The students cannot make grammatically correct sentence(s)	<ul style="list-style-type: none"> 35 students are not able to use correct expressions based on topic A lot of students use 'are' or 'do' before modals Many students are not able to use correct and polite expression to accept an offer, surprise, and disbeliefs correctly 	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	<ul style="list-style-type: none"> Many students are not able to: <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' - use correct and polite expression to an accept an offer - express surprise - express disbeliefs correctly 	<p>Many students are not able to</p> <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' correctly - use correct and polite expression to an accept an offer - express surprise - express disbeliefs correctly 	<p>25 students are not able to</p> <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' correctly - use correct and polite expression to an accept an offer - express surprise - express disbeliefs correctly 	<ul style="list-style-type: none"> Some students are not able to: <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' - use correct and polite expression to an accept an offer - express surprise correctly 	<p>Some students are not able to</p> <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' - use correct and polite expression to an accept an offer correctly 	<p>13 students are not able to</p> <ul style="list-style-type: none"> -use correct expression to refuse an invitation politely - use 'are' or 'do' correctly - use correct and polite expression to an accept an offer correctly
5. The students cannot use appropriate words or concepts for the knowledge and experience of a general audience.	<p>15 students' are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	<p>Many students' are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>	<p>A lot of students' are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>	<p>32 students are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>	<p>Most of the students' are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>	<p>Most of the students' are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>	<p>35 students are able to use appropriate words or concepts for the knowledge and experience of a general audience. (See Appendix 24)</p>

6. The students' speaking achievement is below the minimum standard of achievement, the SKM = 75.00 .	The students' mean of the pre-test score is 66.76 From 37 students, those who got more than 7.5 were 2 students (5.41%), those who got the same benchmark were 5 students (13.51%), and those who got lower than 7.5 were 30 students (81.08%). (See Appendix 24)	The improvement of students' competence is not yet reported, because it will be seen from the next meeting and the result of the post test of each cycle	Seen from the result of Post-test 1	Seen from the result of Post-test 1	The students' mean of the Post-test 1 score is 74.05 From 37 students, those who got more than 7.5 were 12 students (32.43%), those who got the same benchmark were 7 students (18.92%), and those who got lower than 7.5 were 18 students (48.65%).	Seen from the result of Post-test 2	Seen from the result of Post-test 2	The students' mean of the Post-test 2 score is 77.70 From 37 students, those who got more than 7.5 were 24 students (64.86%), those who got the same benchmark were 6 students (16.22%), and those who got lower than 7.5 were 7 students (18.92%).
			Cycle 1			Cycle 2		
B. Classroom Situation			Observation			Observation		
Indicator	Criteria	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 1	Meeting 2	Meeting 3
1. When the teacher explains the materials, the students tend to talk with their desk mates.	- Some students do not pay attention to the materials presented, but they talk one another about their own problem.	1. Explaining and modeling 2. Group 7, group 1 and group 2 performed their presentation and demonstrated the oral practice section	A few students do not pay attention to the materials presented, but they talk one another with their desk mates	Fewer students do not pay attention to the materials presented, but they talk one another with their desk mates	Less than 4 students do not pay attention to the materials presented, but they talk one another with their desk mates	1. Explaining and modeling 2. Group 3 group 5, group 7, group 8 performed their presentation and demonstrated the oral practice section	Almost all of the students pay attention to the materials presented	All of the students pay attention to the materials presented
2. When the teacher ask them, the students do not answer the questions.	- Most of the students do not answer the questions given by the teacher at once	3. When group 7 started presentation, all students kept paying attention. One of them said, 'Ini dia'	Some students do not answer the questions given by the teacher at once	Few students do not answer the questions given by the teacher at once	fewer students do not answer the questions given by the teacher at once	3. When group 8 started presentation, all students kept paying attention. One of them said, 'Great	Almost all of the students join academic activities	All of the students join academic activities
3. The students	- Some of the	4. After the team closed their	- Few students		- Fewer students	4. After the team	Almost all of the	All students

tend to do non academic activities	students do drawing something, some other students do scratching and a few students play their cellular phones.	presentation, spontaneously they were warmly applauded by their friends merrily, not until did I tell them to.	draw something, few students do scratching and few students play their cell-phone		draw something, few students do scratching and few students play their cell-phone	closed their presentation, spontaneously they were warmly applauded by their friends merrily, not until did I tell them to.	studends were attracted to join academic activities.	participate in teaching learning process actively, no one draw, scratch nor play cell-phones
4. The students do not use the available teaching aids	<ul style="list-style-type: none"> - They do not use their dictionaries. - They do not use their grammar or speaking books 		<ul style="list-style-type: none"> -A lot of students do not use their dictionaries. -A lot of students do not use their grammar or speaking books. 	<ul style="list-style-type: none"> -Some students do not use their dictionaries. -Some students do not use their grammar or speaking books. 	<ul style="list-style-type: none"> -A few students do not use their dictionaries. -A few students do not use their grammar or speaking books. 		<ul style="list-style-type: none"> -A few students do not use their dictionaries. -A few students do not use their grammar or speaking books. 	<ul style="list-style-type: none"> -Almost all students use their dictionaries. -Almost all students use their grammar or speaking books.

